



BENNETTSTVILLE ELEMENTARY

801 Country Club Dr.
Bennettsville, South

Grades	3-5 Elementary School	
Enrollment	459 Students	
Principal	Parnell Miles	843-479-5938
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

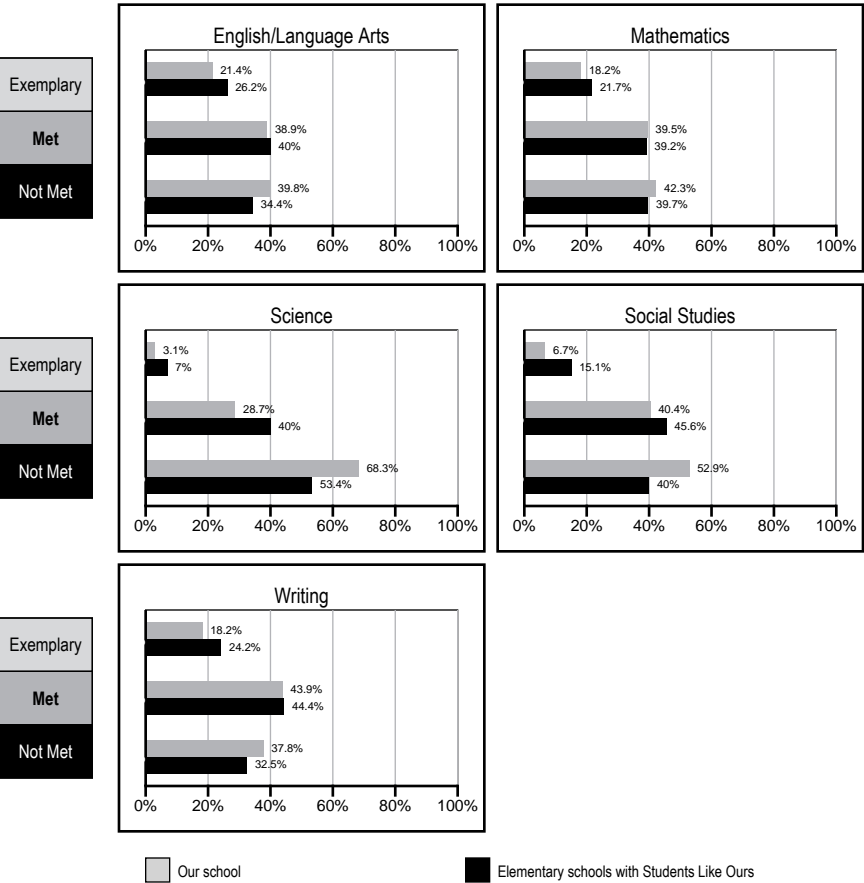
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	80	51	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=459)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Up from 0.4%	1.5%	1.1%
Attendance rate	96.2%	Up from 95.5%	96.1%	96.2%
Served by gifted and talented program	6.9%	Up from 6.6%	5.3%	13.4%
With disabilities other than speech	10.6%	Down from 15.4%	4.3%	4.1%
Older than usual for grade	2.2%	Up from 0.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	N/R	N/R	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	51.5%	Up from 48.5%	61.9%	62.5%
Continuing contract teachers	81.8%	Down from 90.9%	82.1%	88.2%
Teachers returning from previous year	87.2%	Up from 85.4%	84.6%	87.8%
Teacher attendance rate	95.9%	Up from 92.3%	95.3%	95.2%
Average teacher salary*	\$42,590	Down 2.7%	\$45,168	\$46,773
Professional development days/teacher	1.9 days	Down from 5.0 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.3	4.0
Student-teacher ratio in core subjects	12.5 to 1	Down from 19.6 to 1	17.5 to 1	19.9 to 1
Prime instructional time	90.8%	Up from 87.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.9%	Down from 85.0%	100.0%	100.0%
Character development program	N/R	N/R	Excellent	Excellent
Dollars spent per pupil**	\$8,417	Up 3.3%	\$8,489	\$7,447
Percent of expenditures for instruction**	67.0%	Up from 64.5%	67.7%	68.4%
Percent of expenditures for teacher salaries**	58.2%	Down from 60.5%	64.0%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2010-2011 school year began with an open-house with 373 parents participating. Class assignments, locations, bus information and supply lists were shared. Students and parents could meet staff and receive answers to pertinent questions. This event set the tone for an exciting and rewarding year.

Bennettsville Elementary School continued the innovative changes made during the 2009-2010 school year. The Positive Behavior Intervention (PBIS) was continued. The school counselors, in collaboration with the administration, continued to use a counselor's referral form. Students were referred to counselors for inappropriate behavior before an office referral could be written during the first three weeks of school. Severe infractions (fighting, extreme disrespect) were not included.

We continued our safety patrol with our fifth grade students. Students were recommended by their teachers, counselors and administrators. They were selected on academics, attitudes, leadership abilities, and positive behavior. Training was provided and meetings were held periodically. Their grades were monitored as well as their behavior. Students who were unable to maintain expectations were put on probation or dismissed. Others were recommended throughout the school year. They served in areas such as halls, buses, car-rider areas, cafeteria and sidewalks. They also served as receptionists, hosts, or hostesses during luncheons. We implemented a Flag and Honors patrol. Ten students were selected with teacher and counselor recommendations. They were taught leadership skills and flag etiquette. They raised and lowered our flags daily. They also presented colors at all school events. In addition, they posted the colors for a school board meeting.

Academics continue to be the main objective of the school. We partnered with Edison Learning to bring additional focus to academic delivery by teachers and academic achievement by our students. Staff development was provided to teachers in all areas of the curriculum and many instructional resources were acquired for all classrooms. A monthly assessment was used for ELA and Math. Students became more involved with their own learning. Teachers presented show-and-tell activities at each faculty meeting. Seven classes presented instructional presentations at PTO meetings, averaging around 200 parents per event. These activities have greatly increased our student and parent attitudes about learning. Other curriculum changes were also implemented to assist our drive for excellence (i.e. Common planning, vertical and horizontal planning, and scheduled time to teach specific subjects.)

The future of Bennettsville Elementary continues to look bright. We are committed to making sure that every child has the opportunity for a quality education. We know we will provide this level of education; that is our mission. We stand behind our commitment and we ask you to join us. Children who live in a well-rounded family environment grow emotionally, physically, socially, and psychologically. Our MAP data for this year is Reading, 2010 – 48.0% - 2011 – 60.2% and Math, 2010 – 48.0% - 2011 – 62.7%. Look at the progress we've made together. Thank you for your participation in this partnership. Please continue to help us help your children. We are better together.

Steven Ellerbe, SIC Chair

Parnell Miles, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	148	73
Percent satisfied with learning environment	85.2%	76.6%	60.6%
Percent satisfied with social and physical environment	81.5%	79.2%	67.6%
Percent satisfied with school-home relations	76.9%	84.9%	69.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	468	99.8	39.6	38.5	21.8	74.3	71.2	82.4	No	Yes
Gender										
Male	244	99.6	48.9	31.4	19.7	68.6	66.2	78.7	N/A	N/A
Female	224	100	29.8	46	24.2	80.5	76.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	61	100	24.6	40.4	35.1	86	79.2	88.9	Yes	Yes
African American	393	99.8	41.6	37.8	20.6	72.7	67.4	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	69.2	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.2	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70	83	I/S	I/S
Disability Status										
Disabled	82	98.8	81	11.4	7.6	32.9	36.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	71.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	425	99.8	41.4	37.3	21.3	73.4	68.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	468	99.8	42.1	39.6	18.2	70	71.2	81.9	Yes	Yes
Gender										
Male	244	99.6	45.9	36.7	17.5	66.4	67.7	79.9	N/A	N/A
Female	224	100	38.1	42.8	19.1	74	74.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	61	100	28.1	42.1	29.8	80.7	76.7	88.9	Yes	Yes
African American	393	99.8	43.2	39.9	16.9	69.2	68.6	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	69.2	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.2	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70	84.4	I/S	I/S
Disability Status										
Disabled	82	98.8	78.5	17.7	3.8	29.1	35.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	64.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	425	99.8	43.3	39.2	17.4	69.2	69.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable	N/AV—Not Available	N/C—Not Collected	N/R—Not Reported	I/S—Insufficient Sample
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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	312	99.4	68.5	28.5	3.1	31.5	45.1	68.6
Gender								
Male	169	98.8	68.4	28.5	3.2	31.6	44.6	68.3
Female	143	100	68.6	28.5	2.9	31.4	45.7	68.9
Racial/Ethnic Group								
White	44	97.7	43.9	41.5	14.6	56.1	59.5	80.7
African American	259	99.6	72.2	26.5	1.2	27.8	37.7	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	30.8	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	43.2	70.8
Disability Status								
Disabled	53	98.1	N/AV	N/AV	N/AV	6	17.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	280	99.3	70.7	26.7	2.6	29.3	41	57.3

Social Studies

All Students	315	99.7	52.8	40.5	6.7	47.2	50.9	72.5
Gender								
Male	163	99.4	57.9	34.9	7.2	42.1	49	72
Female	152	100	47.6	46.3	6.1	52.4	52.9	73.1
Racial/Ethnic Group								
White	44	100	34.1	53.7	12.2	65.9	62.2	81
African American	262	99.6	57	36.9	6	43	45.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	75	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	47	73.5
Disability Status								
Disabled	56	98.2	80	16.4	3.6	20	24.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.2	69.7
Socio-Economic Status								
Subsidized meals	286	99.7	54.3	40.3	5.4	45.7	47.6	62.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	155	97.4	37.4	44.2	18.4	62.6	57	73.2	96.2	95.2
Gender										
Male	73	97.3	47.1	38.6	14.3	52.9	47.9	67.2	96	95
Female	82	97.6	28.6	49.4	22.1	71.4	66	79.4	96.4	95.4
Racial/Ethnic Group										
White	19	100	29.4	41.2	29.4	70.6	64.3	81.5	93.7	94
African American	130	96.9	35.5	46.8	17.7	64.5	54.9	61.3	96.6	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.5	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.1	94.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	48.7	72.2	90.9	93.7
Disability Status										
Disabled	27	88.9	N/AV	N/AV	N/AV	12.5	17.6	26	96.1	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.5	97.5
Socio-Economic Status										
Subsidized meals	146	97.3	38.8	43.9	17.3	61.2	53.2	63.2	96.1	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	168	99.4	42.7	34.4	22.9	57.3
	4	164	100	43.6	44.2	12.2	56.4
	5	153	100	42.1	48.3	9.7	57.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	152	99.3	33.3	29.8	36.9	66.7
	4	159	100	40.4	43.7	15.9	59.6
	5	157	100	44.7	41.4	13.8	55.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	168	99.4	45.9	31.2	22.9	54.1
	4	164	100	47.4	39.1	13.5	52.6
	5	153	100	54.5	38.6	6.9	45.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	152	99.3	32.6	33.3	34	67.4
	4	159	100	35.8	51	13.2	64.2
	5	157	100	57.2	34.2	8.6	42.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	82	100	N/A	N/A	N/A	16.7
	4	164	100	74.4	22.4	3.2	25.6
	5	77	100	N/A	N/A	N/A	29.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	75	98.7	79.4	16.2	4.4	20.6
	4	159	100	60.9	36.4	2.6	39.1
	5	78	98.7	73.7	23.7	2.6	26.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	85	98.8	64.6	32.9	2.5	35.4
	4	164	100	54.5	44.2	1.3	45.5
	5	76	98.7	57.7	38	4.2	42.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	78	98.7	49.3	39.7	11	50.7
	4	158	100	45.3	48.7	6	54.7
	5	79	100	71.1	25	3.9	28.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	169	98.2	63.3	24.1	12.7	36.7
	4	164	98.8	58.1	35.5	6.5	41.9
	5	154	99.4	37.4	45.6	17	62.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	155	97.4	37.4	44.2	18.4	62.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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